

HIDDEN COSTS OF ATTENDING MANHATTAN PUBLIC HIGH SCHOOL

by

MARY BURTON DOUGLAS

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INTRODUCTION

The evolution of secondary education in the United States has been from the narrow and selective toward the broad and universal. As a starting point for a description of the changes in secondary education in the United States, the Commission on Life Adjustment Education for Youth has observed that:

The original colonists brought most of their ideas of education with them. Secondary education in their minds was for the few, not the many. It was for the gentleman, not the common man. It was for the boys, not the girls. It was prized for its religious and decorative values rather than for its contributions to a work-a-day world. It was concerned with preparation for college and a limited number of professions rather than with its application to the world of science, industry, and the wide variety of problems of daily living. (14, p. 2)

Though this conception of secondary education was the one immediately transplanted from England, it did not long remain the basic philosophy in the United States. The current of thought set in motion by the Declaration of Independence--that "All men are created equal"--made a continuing impact upon some American institutions. The secondary school is one of these institutions.

By the time the eighteenth century was coming to a close, other aims and plans for education were already competing for consideration, and the logical result of these changes was the establishment of the public high school. In this connection, the early influence of Benjamin Franklin in broadening the program of secondary education must be noted. His interest in citizenship and in vocational education found expression in the academy, a leading agency for secondary education in the nineteenth century.

Institutions are not, however, changed at will. Many of the characteristics of the English and the Latin Grammar schools continued and were transplanted, both into the academy and into the public high school. The natural tendencies against change were evidenced by governing boards of schools and by many teachers. Thus, as the schools absorbed many new features, aims, and ideas, at the same time they tended to retain many features of the educational institutions of earlier generations.

The establishment of the tax-supported high school was a result of the growing belief that the opportunity for secondary education should be available on a basis approximating equality. As the number of students attending high school increased, this increasing population reflected greater variations, a wider range of abilities, and more divergent needs. As a result, pressure was placed on the program of the school to provide facilities which, in an expanding society, became more and more numerous and complex. Although the college preparatory curriculum remained of central significance, alternative courses of study and recognition of other objectives made their appearance and gradually gained in emphasis. After 1890, the gradual progress toward a profession of secondary education tended to create groups interested in making and able to make studies and to formulate programs for the adaptation of the public high school to its inherently complex needs.

Among these professional groups which were articulate about the changing role of the secondary school were the Committee of Ten, whose report in 1893 was in general a defense of tradition;

the Committee on College Entrance Requirements, which recommended in 1899 the development of electives; the National Society for the Promotion of Industrial Education, especially noteworthy for the Prosser Resolution, mentioned below; the Commission on the Reorganization of Secondary Education, 1919-1920; the Commission on Orientation in Secondary Education, 1932; the Educational Policies Commission, 1935; and the American Youth Commission, 1935-1942.

In 1945, at the close of the Annual Conference of the American Vocational Association, Charles A. Prosser introduced a now-famous resolution which was unanimously adopted. This resolution asserted the incompleteness of a secondary school program which concentrated on two objectives: college entrance and vocational skill. The Prosser Resolution, in its original form, reads as follows:

It is the belief of this conference that, with the aid of this report, the vocational school of a community will be better able to prepare twenty per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare twenty per cent of its students for entrance to college. We do not believe that the remaining sixty per cent of our youth of secondary school age will receive the life adjustment training they need and to which they are entitled as American citizens--unless and until the administration of public education with the assistance of the vocational education leaders formulate a comparable program for this group.

We, therefore, request the United States Commissioner of Education and the Assistant Commissioner of Vocational Education to call at some early date a conference or series of regional conferences between an equal number of representatives of general and vocational education--to consider this problem and to take such initial steps as may be found advisable for its solution. (6, p. 3-4)

In the National Conference on Education for Life Adjustment, held in Chicago in May, 1947, the substance of the Prosser Resolu-

tion was adopted in the following reworded form:

...In the United States, the high school is called upon to serve an increasing number of youth for whom college preparation or training for skilled occupations is neither feasible nor appropriate. The practical problems connected with the provision of a suitable educational program for this increasing number are so great and the schools to date have had, comparatively, so little experience in this enterprise that the problem merits cooperative study and action by leaders in all aspects of secondary education. We believe that secondary school administrators and teachers and vocational education leaders should work together to the end that the number of attempts being made in secondary schools to meet this need will be greatly increased and to the end that the pronouncements of various educational groups which are suggestive of needed curriculum patterns will receive increased study and implementation. (14, p. 36-37)

The program of Education for Life Adjustment is, therefore, another means for implementing the American theory that secondary schools are for and should serve all American youth. Under this conception, curricula must be patterned to meet the needs of all; nonattendance at high school must be minimized; opportunities for participation in the life of the school must be made equally available; and there must be continuing studies of the needs and development of youth of high school age. Teachers must have adequate information about home life, recreational interests, vocational ambitions, and personal problems.

Consideration of these far-reaching principles has led to the development of several kinds of studies which are designed to provide information basic to the development of programs for furthering the Life Adjustment Program. Some of these types of studies are indicated below.

(1) The Holding Power Study. The holding power of a school is judged by the number of pupils graduating compared with those

entering. Although the high school population has become steadily more inclusive of all the youth of secondary school age, the fact remains that substantial numbers drop out between grades seven and twelve. A study conducted in Pennsylvania, published by the American Youth Commission in 1936, reported on 910 pupils with intelligence quotients of 110 or over. (15, p. 16) These pupils were divided into upper and lower socio-economic sections. Of the upper socio-economic section, 7 per cent of those starting high school failed to graduate, and of the lower socio-economic section, 28 per cent failed to graduate from high school.

Reporting in 1948 on 22 four-year high schools, the Illinois Secondary School Curriculum Program states that "For every 10 who received their diplomas, slightly fewer than 3 dropped out in half of the 22 schools." (13, p. 14) This study indicated that most drop-outs occurred among students who were (1) of low I. Q. and considered comparatively incompetent relative to school work, and (2) members of low-income families. As to occupational groups, the labor group accounted for more withdrawing pupils than all others combined. (13, p. 14)

(2) Participation in Extra-Class Activities. Douglass refers to "The general acceptance of extra-class activities as an integral part of an effective program of secondary education..." (6, p. 334) The Life Adjustment Program involves the problem of determining the scope and effectiveness of student participation in these activities. On the basis of a study of extra-class activities in 13 schools, the Illinois Secondary School Program concludes that "equality of educational opportunity is far from being

an operational reality in nearly all of the schools in this study." (13, p. 27)

(3) Follow-up Study. This study has as its objective the appraisal of the extent to which the secondary school is meeting "real-life" needs and to build a stronger consensus regarding the "need meeting" function of the secondary school. In the terms of modern educational objectives, it is not enough to determine whether or not the high school graduate attends college. A study of his post high school life in terms of work, community, and family relationships are among the things essential in providing a helpful guide to the educational program in terms of life adjustment.

(4) Hidden Costs. The belief in equal opportunity for all for high school education finds its institutional expression in the publicly supported high school. If there are certain elements of private cost connected with high school life, these elements need to be appraised with respect to their interference with institutional achievement of this belief.

While it is commonly believed that the public high school removes the economic barrier to high school education, this may not be true if (1) there are private cost items which, in the aggregate, are large enough to burden some families and if (2) the incomes of some of the families of the high school students are at the level where "extra" expenditures are prohibitive. An examination of these items of cost is the material of this report. Levels of family income are also tabulated.

The Illinois Secondary School Program Studies, frequently referred to above, indicate that these costs, called "Hidden Tuition

Costs," are large enough to justify the hypothesis that they obstruct the realization of equal opportunity for high school education. The Illinois Study found that the "average per-pupil cash cost of attending the theoretically free secondary school is about \$125 per year." (10, p. 10) Such an expenditure arouses interest in studying this cost factor in other schools.

There is no prevailing theory or objective in the United States that the incomes of families should be equal. The school may, it is hoped, offer an opportunity to youth to prepare for competence with respect to earning power. This problem may be a more difficult one for youth who are members of low-income families. If so, the provision of high schools which develop the potentialities of the youth of low-income families becomes even more important. In addition to the figures on income variations among the families represented in this study, which are presented later, it is appropriate at this point to show the extent of income variation in the United States.

According to data provided by the University of Michigan Research Center, nearly 7 million families had earnings of less than \$1000 per year in 1950, and nearly 26 million families earned less than \$3000 in the same year. (16, p. 50) The latter group encompasses nearly 50 per cent of the families in the United States. At the same time, the Bureau of Labor Statistics has estimated that the minimum yearly budget for a family of four varies from \$3000 to \$3500 among the leading cities of the United States. Thus, with ample allowance for lower cost of living in rural areas, these figures indicate that a great many families in the

United States are in a financial position where, if there are children of high school age in the family, the existence of costs of sending these children to high school may be a determining factor in their attendance.

With the considerations set forth above as a justification for making such a study, an investigation of the hidden costs in a specific school was selected as a worthwhile problem. Fortunately, the Manhattan junior and senior high schools had previously become participating members of the Life Adjustment Education organization in Kansas. The hidden costs study, therefore, as one phase of that program, was one in which the administration of the schools was willing to lend cooperation and support.

HOW THE STUDY WAS CONDUCTED

The data for this study were obtained by means of questionnaires. Teachers returned questionnaires supplying information on costs to students, both the costs connected with subjects, and, on another questionnaire, those pertaining to extracurricular activities. A third questionnaire was returned by students. Factors involved in administering the questionnaire are described below.

Since the study was aimed at getting information concerning costs for the school year 1950-1951, it was necessary to collect the data at the close of the second term. Therefore, it was necessary to ask for the cooperation of teachers and students at a time when the press of school activities and duties is especially heavy. Also, the questionnaires were, of necessity, long and detailed, and probably ranked low on the interest scale of most of

those who filled them out. In some cases, questionnaires were well answered in the beginning parts but were returned unfinished and too incomplete to be usable. However, a great many indicated that attention had been given them. In some instances, questionnaires were completed by a parent of the student and furnished complete information for use in the tabulation. Table 1 indicates the number of students in each grade whose cost estimates were used and the percentage this number is of the enrollment of that grade.

Both administrators and teachers in the Manhattan Junior and Senior High Schools gave time and help in the collection of the data. Through their cooperation, slightly differing techniques were used in different situations in order to obtain the best possible results under existing conditions. In the Senior High School, upon the advice of the principal, the student questionnaires were filled out with the teachers' help during a regular class period. Two sections of required subjects in each grade were chosen as representative groups, English in the tenth grade, American history in the eleventh grade, and American problems in the twelfth grade. The teachers who were supervising the students met with the principal and were made fully acquainted with the questionnaire. They were also supplied with all pertinent data available from school records pertaining to costs. This was helpful. For example, if a student should not remember the amount paid for any fee, the teacher was able to supply that information for him.

Table 1. Students surveyed in study.

Grade:	Enrollment			Number in survey			Percentages		
	Boys:	Girls:	Total:	Boys:	Girls:	Total:	Boys:	Girls:	Total
	1950-51						in survey		
12	78	65	143	34	15	49	43	23	34
11	85	58	143	24	22	46	28	38	32
10	79	71	150	17	28	45	22	39	30
9	87	77	164	7	7	14	8	9	9
8	82	65	147	7	10	17	9	15	12
7	74	60	134	22	22	44	30	37	33

The junior high school students, on the other hand, were given the questionnaire to complete by themselves. They were allowed to work on them during school hours or to take them home for parental help. In the junior high school, because the home room groupings are heterogeneous, it was decided to survey two home-room groups of each of the three junior high school grades. As shown by Table 1, the procedure used resulted in the return of a relatively small number of questionnaires in grades 8 and 9. From the four home rooms in which all of the children were given questionnaires, a total of 31 usable questionnaires were returned. This procedure did not assure that the 31 students constituted a representative sample of the 311 students enrolled in these grades. However, the figures are thought to be useful in describing the costs in these grades, even if no generalizations are made beyond the 31 students directly concerned.

A consideration of the method and the materials involved in

the "hidden costs" studies indicated the likelihood that a large amount of varied data, cutting across all phases of school life, would be involved. Plainly, such a study might easily extend beyond the limits justifiable by the present circumstances. Simplified techniques were adopted which would minimize the burden on the Manhattan schools, particularly with respect to disrupting the daily schedule, a matter of some importance during the final days of the school year. However, the 215 questionnaires returned represented 24 per cent of the student body. If viewed as a preliminary or exploratory study, introductory to or supplying data for the further study of hidden costs in Kansas schools, the information supplied by the 215 questionnaires and the further information supplied by selected members of the Manhattan high school faculty is of value.

The method followed in carrying out the study was adapted from the "Hidden Tuition Costs Study" conducted in Illinois. (10) The questionnaires for inventories of costs answered by the teachers were taken in their entirety from the Illinois study. It was at first planned that every teacher would complete a form for each subject taught and one for each extracurricular activity sponsored. The school administrators, however, rightly felt that this would be too time-consuming for the teachers and suggested that one teacher for each subject and for each grade complete the questionnaire and that one sponsor of each extracurricular activity do likewise. These subjects and extracurricular activities which were reported are shown later in tabular form, Tables 4, 5, 11, 12, and 14.

A principal difference between this study and the Illinois study appears in the use of information derived directly from the students. In the Illinois study, questionnaires were completed only by teachers and principals. In the present study it was assumed that teachers often do not know what students spend in connection with many school affairs and that a more reliable picture of hidden costs could be obtained by including the students among the sources of information. This assumption was substantiated by asking several teachers to estimate student costs for one year. In each instance, they were lower in their estimate than the figure indicated by the study.

A final difference between the present study and the model followed, the Illinois study, lies in the inclusion of an estimate of the cost of items, such as soft drinks and candy, which are vended on or near the school premises. In the Manhattan school situation, there is a "coke" machine in the senior high school and various organizations add to their treasuries by sponsoring noon-hour candy sales. In addition, a neighborhood grocery very close to the school offers opportunities for "snacking" at various times during the day. To some extent, patronage of these vendors becomes one of the costs of attending school. No implication is involved, however, that this situation ought to be changed. To some extent, this cost becomes a claim upon the high school student's financial resources. Prestige and social obligations become involved in these purchases. As in many of the other hidden costs, the factor of compulsion does not directly appear. Neither quantitative nor qualitative considerations are lessened in importance

for this reason.

The following three sections present in tabular form information taken from the 215 questionnaires returned and used. One deals with the costs connected with attending classes; another with the costs to pupils of extraclass activities; and the last with a number of items of expense to pupils which might be termed costs of participation in the life of the school. The student questionnaires from which these data were taken provided an opportunity for the student to indicate costs in these categories. Reference to the questionnaire used for this purpose, which is included as an Appendix to this study, will indicate its detailed nature. This questionnaire, as well as the teacher inventories, may be found in the envelope inside the back cover of this report.

HIDDEN COSTS OF ATTENDING CLASSES

As Table 2 shows, one of the major expenses to students participating in this survey in the Manhattan Junior and Senior High Schools is that connected with school textbooks, workbooks, and special materials used in the classroom. The information for this table is taken from Part III, Question 2 of the student questionnaire. In nearly all cases, students are required to buy one or more textbooks for each class. The exceptions, which are few, will be shown in a later table which is a compilation of figures taken from a subject inventory of the class room teachers. In addition to the textbook, there are frequently other supplies, such as the workbook or special supplies for shop, art, sewing, and others.

Table 2. Textbooks, workbooks, and special materials.

Grade:	Boys			Girls			Per cent of total cost of each grade	
	Low	Q1	Q3	High	Low	Q1	Q3	High
12	4.88	8.47	13.18	140.00	4.80	8.50	20.39	41.51
11	5.50	14.60	21.83	34.38	6.31	15.36	29.54	44.15
10	12.90	14.44	16.59	20.59	31.88	7.79	21.09	31.49
9	2.85	7.54	12.94	13.89	16.95	4.18	8.55	26.03
8	3.00	4.17	8.00	9.80	15.41	2.95	16.03	19.75
7	3.70	9.38	11.20	17.13	23.70	2.75	16.18	25.60

Since the figures in the "Low" columns plainly would not equip a student for a full schedule of classes, even at used book prices, it seems probable that students sometimes are able to use books that older children in the family had bought previously. The very high cost in the "High" column for 12th grade boys is accounted for by a \$125.00 cost in woodwork. Materials for use in this way in woodwork often result in some useful article for the student. Notwithstanding this fact, however, many students are unable to make an outlay of this sort regardless of its worth.

The cost of textbooks is one that comes early in each semester and cannot help but prove a burden to low-income families which have several children to equip. It is the belief of the writer that failure to have the books at the time requested by school authorities or having to rely on welfare funds for their purchase places the children of those families who are in the lower income groups at considerable disadvantage.

Closely tied to the cost of textbooks, workbooks, and special supplies are the costs of pencils, pens, notebooks, paper, and the other items listed in Part III, Question 1 of the student questionnaire. The costs to students of these materials are shown in Table 3. Some of the more expensive of these items are ones that need not be replaced each year. Some notebooks and pens may be used for more than one year. The amounts shown in the table, of course, represent only expenditures of one year, 1950-1951. This factor may account for the wide ranges which appear on the table.

Table 3. Pens, paper, pencils, etc.

Grade:	Boys			Girls			Per cent of total cost of each grade			
	Low	Q1	Q3	High	Low	Q1	Q3	High		
12	.05	1.40	6.63	26.94	.50	2.15	2.90	4.62	6.65	4
11	.80	2.44	5.58	7.75	32.50	.25	3.21	5.80	8.28	6
10	1.25	2.43	6.00	10.73	13.20	.75	2.19	4.33	8.94	10
9	2.95	4.20	6.85	13.80	21.10	1.05	2.43	7.35	15.20	22
8	1.25	3.30	6.80	11.20	13.15	3.95	5.52	6.35	12.34	23
7	1.00	3.80	7.83	9.81	15.82	.00	6.44	8.95	11.69	21

As has been mentioned previously, teachers were asked to return a subject inventory. The returns as given by them are reported in Table 4. This table shows from the teacher's point of view the "price tag" associated with the subjects. Some answers made by them had to be estimates because, for example, in a clothing class the material each student buys will not cost the same as every other student's material. It should be noted that the total cost column in this table is based on the assumption that a student purchases a new book for the course.

Table 4. Senior High School subject inventory reported by teachers.

Subject:	: Cost of :		: Deposit :		: Special :	: Total when :	
	: text	: Amount:	: Amount:	: ret'd		: new textbook	: used
	New	Used					
Algebra	1.73	.85					1.73
Amer. history	3.26		1.00				4.26
Biology	3.00	1.50	.50				3.50
Book- keeping	1.80	1.00			3.16		4.96
Cafeteria					6.40		
Chemis- try	1.85	1.00	.50		1.25		3.60
Clothing	2.70	1.50			17.10	.20	20.00
Dramatics						1.00	
English III & IV	3.62	2.25	1.25		1.25		6.12
English V	1.31	1.00			1.00	1.25	3.56
English VI	2.56	2.00			1.00	1.25	4.81

Table 4 (cont.).

Subject	: Cost of :		Deposit :		: Total when : new textbook : used
	: text	: Amount:	: Special	: Fees	
	New	Used	Amount:ret'd	materials:	
Foods	2.02	1.00		.85 2.50	5.37
Geometry	1.68	.75		.45	2.13
Home liv- ing	2.70	1.50		4.00	6.70
Journalism					
Mech. drawing			2.50		2.50
Metal shop	3.60	2.50	4.00	8.60 1.10	17.30
Office practice	7.00	6.00	2.00	3.50 1.50	14.00
Phys. ed. (boys)			1.50	6.40	7.90
Phys. ed. (girls)			1.50	12.50	14.00
Physics	2.32	1.25	.50		2.82
Printing	.25 (rent)			2.00	2.25
Public speaking				1.00	1.00
Shorthand	4.70	3.75		2.75	1.45
Spanish I	2.02	1.00		1.48	3.50
Typing I			2.04		2.04
Vocal music			.50	1.00	1.50
Woodwork			2.00 (amt. not used)	3.00	5.00
World history	2.93	1.50	1.00	.90	4.83

Table 5. Junior High School subject inventory reported by teachers.

Subject	: Cost of : : text :		: Deposit : : Amount:Special :		: Total when : new textbook	
	New:	Used:	Amount:	ret'd :materials:	Fees	used
Algebra	1.62	.75				1.62
Art			2.00			2.00
Driver train'g	1.72	1.25				1.72
English 7	2.17	1.61				2.17
English 8	1.61	.85			1.25	2.86
Engl.- Sp. 9					.85	.85
Gen.bus.	2.80	1.40		.82		3.62
Gen.sci.	1.62	1.00		.50	.25	2.37
Girls glee					.25	.25
Home ec.7	1.62	1.08		3.20		4.82
Home ec.8				6.35		6.35
Home ec.9				4.45		4.45
Home ec. (rural)	1.62	.80		6.35		7.97
Instru. music			.25			.25
Gen.math.	3.00	2.00		.15		3.15
Math. 7	1.15	.60				1.15
Math. 8	1.15	.60		1.50		2.65
Printing	.25 (rent)			2.00		2.25
Soc. stud- ies 7					.75	.75

Table 5 (cont.).

Subject	Cost of text	Deposit : Amount	Special : materials	Fees	Total when new textbook used
Soc. studies 8	2.65	1.50		.75	3.40
Soc. studies 9			1.20	1.40	2.60
Woodwork		1.00	2.00		3.00

HIDDEN COSTS OF EXTRACLASST ACTIVITIES

Another group of costs connected with school attendance is made up of those costs that have to do with extracurricular activities and organizational groups of the school. In this group shall be considered what it costs to "belong" and be members in good standing in the student body; what it costs to participate in the various activities; to play on the school's athletic teams; to take part in dramatics; to belong to clubs; and to function in musical organizations. This section, too, will include costs of attending school-sponsored activities such as the plays, programs, dances, and parties.

It is possible for any student to attend school and not take part in the extraclass activities, but, of course, it is the desire of the school to promote social education. In a democracy, much stress is placed on social values of well-sponsored group organizations. However, by attaching to these organizations expenditures that are prohibitive to children of low income families, the school may fail to reach many students for whom social values

are very important.

The table immediately below shows the annual class dues paid by Manhattan Senior High School students. There are no class dues in the Junior High School.

Table 6. Class dues.

Senior	:	Junior	:	Sophomore
1.75		2.00		.50

The junior class has the highest dues because it pays for the Junior-Senior Prom. If enough money is not raised by dues, extra assessments are made.

The students of Manhattan Junior and Senior High Schools may purchase an activity ticket. In the Senior High School the cost of the ticket is \$3.66. The activity ticket will admit the student to all athletic events and plays. It will also entitle him to a copy of the Mentor, a weekly school newspaper. In the event that the student is participating in an athletic event or school play, a member of the family is permitted admission upon presenting the ticket.

The cost of the activity ticket in the Junior High School is \$2.44. This ticket allows the holder to attend all Junior High and Senior High athletic events. It does not entitle him to attend the Senior High School plays or to receive the Mentor, the weekly newspaper.

If a Senior High School student loses his activity ticket, it

may be replaced for 50 cents. The cost of replacing a lost ticket in the Junior High School is 25 cents.

Shown in the table below are the percentages buying activity tickets of the students surveyed.

Table 7. Percentages buying activity tickets, 1950-1951.

12		11		10		9		8		7	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
88	87	75	82	94	89	100	71	100	80	73	50

Table 8 is composed of data taken from Question 3, Part II, of the student questionnaire. In the Senior High School the largest per cent of the cost reported in the survey was attributable to participating in the various plays and productions. The item showing the greatest expenditure in this respect was the operetta, "The Red Mill."

In the Junior High School the greater per cent of costs was reported to be attending the productions.

Question 4, Part II, called for information concerning the participation in athletics and various sports. This is shown in Table 9. The boys and girls physical education class costs, although listed in this part, are not reported with this group. Because they are required subjects and regarded as classes, they are reported in Part III, Question 2. This leaves to be reported at this point only activities in which boys participate.

The two sports having the highest price tag as far as participation is concerned are golf and tennis. Equipment for these

Table 8. Attending and participating in school productions.

Grade	Boys			Girls			Per cent of		
	:			:			:		
	Low	Q1	Q3	High	Low	Q1	Q3	High	total cost for each grade
12	.00	.00	1.50	8.00	.00	.40	1.51	3.60	25.50
11	.00	.11	3.00	12.75	.00	.45	1.31	4.75	22.00
10	.00	.00	1.06	1.50	.00	.48	.59	2.45	10.48
9	.00	.00	1.50	3.40	.00	.00	2.35	3.36	5.35
8	1.00	1.50	3.22	3.74	.00	.81	2.15	3.30	4.45
7	.00	.09	1.80	4.00	.00	.00	.85	1.26	5.50

sports is costly.

The \$228.00 spent by an eleventh grade boy represented \$100 spent as a result of injuries sustained in basketball practice to his teeth and \$108.00 spent to equip himself for the school golf team. The rest of the amount consisted of expenses connected with the school football and basketball teams.

Table 9. Participation in sports.

Grade :	Low :	Q1 :	Boys		Q3 :	High :	Per cent of total cost for each grade
			M				
12	.00	.00	.00		10.50	40.00	4
11	.00	.00	.00		5.00	228.00	5
10	.00	.00	.00		4.50	21.00	2
9	.00	.00	.00		2.44	4.00	1
8	.00	.00	.00		.00	10.00	2
7	.00	.00	.00		.76	13.00	2

Table 10 reports the cost of organizational activities. The musical groups of the school, including the band and orchestra, are grouped with the extracurricular activities. Although they are included in the daily schedule, they are not required subjects. Because students were asked to report on costs of the year 1950-1951 only, there were not many instrument costs reported. The large amounts in the "High" column of both junior class boys and girls are accounted for by instrument purchases. This amount appears high for an individual in a given year, but is distributed over a number of years for him. However, each participant in the

Table 10. Organizations.

Grade:	Boys					Girls					:Per cent of :total cost :for each :grade
	Low	Q1	M	Q3	High	Low	Q1	M	Q3	High	
12	.00	.79	1.75	3.93	20.05	1.00	1.35	3.10	7.40	12.80	4
11	.50	.81	3.65	9.95	283.75	.80	1.84	5.83	12.73	226.95	23
10	.50	.69	1.75	7.45	15.75	.00	3.24	6.41	10.43	14.15	9
9	.00	.50	.50	.50	.50	.00	.50	.55	3.50	28.85	5
8	.25	.50	.50	.50	.50	.50	.50	.75	1.00	1.25	2
7	.00	.50	.50	1.31	18.55	.00	.50	.50	.51	35.50	5

activity incurs the expense of an instrument at some time unless he rents them from the school or a music store, which is possible in the community of Manhattan.

The Senior and Junior Hi-Y's, Y-Teens, and Girl Reserves are the largest organizations of the school according to the survey.

Comparing Table 11 with Table 12, it can readily be seen that the Senior High School has many more organizations than the Junior High School. The costs incurred in belonging to these organizations were taken from questionnaires returned by teachers who sponsor the organizations.

In the survey only one cheer leader reported. This was an eleventh grade boy, and he estimated it cost him \$15 a year for having been elected to this position. No table is shown for this question--Question 6 in Part II of the student questionnaire.

From Table 13 it is readily ascertained that the Senior High School students spend much more for dances and parties than the Junior High School students, if this survey is regarded as descriptive of the entire school. Several girls included cost of dresses bought especially for the various occasions. Another cost that was reported as high for girls in the Senior High School was the Gold Diggers Ball, an annual event that the school sponsors for which the girls pay the bills.

Table 14 concludes the material reported on in the extra-curricular activities division. Further implications of material found in the tables will be reviewed in the conclusion and recommendations.

Table 11. Extraclass activities inventories as reported by teachers, Senior High School.

Activity	:Dues :per year:	:Special :materials:	:No. of :members:	: Fee or : assessment :	Total
Band		3.50	65	3.00	6.50
Basketball		2.00	31		2.00
Commerce Club	.25		19	.25	.50
Football		3.00	58		3.00
Future Home- makers (FHA)	.75		50	.10	.85
Golf		50.00	8		50.00
Hi-Y	.50		165	1.75	2.25
Hobby Club			20		
Ink Dobbers			32		
Language Club			15	.50	.50
"M" Club	.50	10.00	28	1.00	11.50
Music Club	.10		80		.10
Orchestra		3.50	36	3.00	6.50
Pep Club	.25	1.45	91		2.70
Science Club	.50		46		.50
School plays		.25	90		.25
Student Council			7		
Tennis team		25.00	7		25.00
Track		4.00	34		4.00
Y-Teens	.60		186	1.50	2.10

Table 12. Junior High extraclass activities inventory reported by teachers.

Activity	Dues	Special equipment	No. of members	Fee	Total
Girl Reserves	.50		206		.50
Homeroom Fed- eration			23		
Junior Hi-Y	.50		204		.50
Safety Council			70		

Table 13. Dances and parties.

Grade:	Boys			Girls			Per cent of total cost for each Grade				
	Low	Q1	Q3	Low	Q1	Q3					
12	.00	2.00	4.38	9.13	27.00	.00	.25	7.00	20.00	81.50	9
11	.00	1.05	2.55	5.56	14.00	.00	.00	1.10	5.50	48.95	4
10	.00	.00	2.00	3.75	35.00	.00	.00	1.25	13.68	35.00	11
9	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	0
8	.00	.00	.00	.00	.10	.00	.00	.00	.25	5.00	.2
7	.00	.00	.00	.00	2.75	.00	.00	.00	.40	3.00	.9

Table 14. Opinion of sponsor of each activity on the effect of family financial circumstances on participation in that activity.

-
1. Do you believe that any pupils who want to join this organization decide not to do so because of the cost of belonging?

Senior High
School Responses

Yes	Golf.
Uncertain	Pep Club, "M" Club, Ink Dobbers.
No	Basketball, Commerce Club, Football, FHA, Hi-Y, Hobby Club, Language Club, Music Club, School Plays, Science Club, Student Council, Tennis Team, Track, Y-Teens.

Junior High
School Responses

No	Girl Reserves, Homeroom Federation, Hi-Y, Safety Council.
----	---

2. Do you believe that pupils from less privileged homes feel perfectly free to join this organization?

Senior High
School Responses

Yes	Commerce Club, Football, FHA, Hi-Y, Hobby Club, Ink Dobbers, Language Club, Music Club, Pep Club, School Plays, Student Council, Tennis Team, Track, Y-Teens.
Uncertain	Golf, Science Club.
No	Basketball, "M" Club.

Junior High
School Responses

Yes	Girl Reserves, Homeroom Federation, Jr. Hi-Y, Safety Council.
-----	---

Table 14. (cont.)

-
3. Once they have joined, do you believe that these underprivileged pupils feel themselves fully accepted as one of the group?

Senior High
School Responses

Yes Commerce Club, Football, F.H.A., Hi-Y, Hobby Club, Ink Dobbers, Language Club, Music Club, School Plays, Student Council, Tennis, Track.

Uncertain Basketball, "M" Club, Pep Club, Science Club, Y-Teens.

No such pupils belong to this organization Golf.

Junior High
School Responses

Yes Girl Reserves, Homeroom Federation, Junior Hi-Y, Safety Council.

MISCELLANEOUS HIDDEN COSTS

Several costs connected with school attendance are regarded as miscellaneous costs in this report. These refer to the nine questions in Part I of the student questionnaire.

The first two of these are concerned with library fines and replacing library or school-owned books which have been lost by the student. Table 15, according to the students surveyed, shows that the cost of library fines to an individual is not extremely high nor do the fines represent a very large per cent of hidden costs. It should be pointed out, however, that 60 per cent of the students surveyed were assessed library fines. Five of the group had lost books that were paid for by them. The costs of the five books range as follows: \$2.50, \$2.00, \$2.00, \$1.98, and \$1.90. These are not included in the table.

Question 3 of Part I of the student questionnaire has been mentioned previously. The reasons for including this question on vended items have been given in an earlier explanation. The results of figures tabulated are shown in Table 16. Further reference to the item will be found in the conclusions and recommendations.

Throughout the school year, contributions of food and money are collected by the school. The worthiness of such projects is not questioned. It was found that the largest single item for which funds were contributed, according to the survey, was for the Virginia Klemp Fund. Miss Klemp was the girls' physical education instructor of the school who was stricken with a severe

Table 15. Library Fines.

Grade:	Boys			Girls			Per cent of total cost for each Grade
	Low	Q1	Q3	Low	Q1	Q3	
12	.00	.00	.26	.00	.00	.10	1.00 .2
11	.00	.10	1.00	.00	.00	.50	1.50 .4
10	.00	.01	.53	.00	.00	.29	1.00 .1
9	.00	.00	.25	.00	.03	.50	1.00 .5
8	.00	.00	.05	.00	.00	.37	1.00 .4
7	.00	.00	.28	.00	.00	.13	.80 .4

Table 17. Contributions.

Grade:	Boys			Girls			Per cent of	
	:			:			:	
	Low	Q1	Q3	High	Low	Q1	High	total cost for each Grade
12	.00	.66	1.32	2.03	8.50	.40	.70	.95 1.20 3.25 1
11	.00	1.05	1.63	2.84	5.55	.00	.99	1.38 1.95 5.75 2
10	.45	.80	1.25	1.59	2.25	.20	.63	1.19 2.18 13.00 2
9	.20	.35	.97	2.75	3.30	.70	1.35	1.70 2.12 2.25 4
8	.30	.50	.80	1.50	2.40	.40	.63	.80 1.57 1.85 3
7	.00	.59	1.00	1.66	6.10	.00	.59	.95 1.56 2.30 3

illness during the school year. Other specific contributions, as shown in Question 4, Part I, of the student questionnaire, were Red Cross, March of Dimes, Thanksgiving Baskets, Christmas Baskets, and presents for teachers. The presents for teachers are student-initiated and not school-sponsored, but should be counted as school costs. Table 17 provides data on this question.

From evidence shown in the returned questionnaires, both eleventh and twelfth graders are permitted to buy class rings and class pins. They seem to be permitted a varied selection as to design and costs.

During the school year 1950-1951, 50 per cent of the senior boys, 73 per cent of the senior girls, 29 per cent of the junior boys, and 68 per cent of the junior girls involved in this study purchased class rings or class pins. Table 18 shows the range and per cent of total class costs as reported in the survey.

Table 18. Class rings and pins purchased.

Grade	Low	Q1	M	Q3	High	: Per cent of : total cost : for each : grade
<u>Boys</u>						
12	6.00	18.50	20.00	21.93	23.00	
11	18.00	21.00	22.29	22.87	22.87	
<u>Girls</u>						
12	13.50	14.00	15.25	19.25	22.00	10
11	12.00	15.00	16.00	18.91	19.00	8

The Blue M is the yearbook or annual published by the journalism class of the Manhattan High School. The interest in purchasing the book is focused in Senior High School because the publication limits itself to Senior High School activities. The cost of the annual for the year surveyed was \$2.25. Table 19 shows the per cent of students surveyed in Senior High that purchased the book. Only one of the 75 Junior High students surveyed reported buying an annual.

Table 19. Percentages buying Blue M.

Grade :	Boys :	Girls :	Per cent of total cost
12	100	100	2
11	83	95	2
10	53	89	3

As a student prepares to graduate he finds that there are several costs that must be met. Among these are cap and gown rentals, announcements, name cards, and photographs. An item of senior expense which would appear in most high school studies of this nature is not found in the Manhattan High School survey, namely, that of a senior trip. The policy of the administrators has been to dismiss the senior class one week before school is dismissed. During this week it is the custom for the class, their sponsors, and administrators to hold a luncheon at one of the city hotels. Since the luncheon was held after the survey was conducted, the cost for it is not included in the graduation costs.

Table 20. Graduation costs.

					: Per cent of
					: total cost of
Low	Q1	M	Q3	High	: 12th grade
<u>Boys</u>					
.00	8.68	19.30	22.75	31.25	
<u>Girls</u>					19
8.78	18.47	21.70	30.40	44.50	

The eighth question in Part I of the student questionnaire asks for the cost incurred in having a picture in the Blue M, the annual. Only Senior High students' pictures are included in the publication, therefore they would be the only ones incurring this expense. The reports show that approximately 98 per cent of the Senior High School students paid \$.25 or more each for this purpose.

At a cost of \$.05 per student, the Junior High School makes available to the Junior High School students a student directory. Approximately 95 per cent of the questioned students bought one or more of these directories.

Table 21 is a summary table showing how the total per cent of expenditures is distributed according to the various items as reported in the survey. The second column of this table shows per cents figured when the cost of vended items is included in the total amount. The third column shows per cents figured when the cost of vended items is omitted from the total amount reported by students in the survey.

Table 21. Summary of total expenditures of items in questionnaire.

Item	Per cent of total	
	Vended items	Vended items
	included	excluded
Pens, pencils, notebooks, etc.	8.8	11.0
Textbooks, workbooks, and special materials	20.7	27.7
Attending and participating in plays	2.5	3.4
Participating in sports	4.9	6.6
Organization participation	11.1	14.8
Dances and parties	6.1	8.1
Activities ticket	3.6	4.8
Library fines	.4	.5
Vended items--cokes, candy, etc.	25.3	0.0
Contributions	2.0	2.6
Graduation	5.8	7.8
Class rings and pins	5.7	7.6
<u>Blue M</u>	1.7	2.3
Total	98.6	97.2

To round out the 100 per cent are small miscellaneous expenses of library books, Blue M pictures, student directory, class dues, and cheer leader.

In Table 22 is reported the distribution of family income as taken from student questionnaires. Twenty-one per cent of the papers tabulated did not check the family income. No doubt some children do not know. The accuracy of the income report is ques-

tionable. Therefore, no correlation has been made with expenditures.

Table 22. Income distribution of families of students reporting.

Annual income	: 12	: 11	: 10	: 9	: 8	: 7	: Total
1000- 2000	2	3		1		2	8
2000- 3000	3	5	7	1	1	3	20
3000- 4000	5	6	6	5	1	12	35
4000- 5000	6	6	8	2	3	5	30
5000- 6000	8	3	3	1	2	4	21
6000- 7000	4	4	6		2	2	18
7000- 8000	1	1		1		1	4
8000- 9000	1	2	1				4
9000-10000	3	2	4	1	3		13
10000-12500	1		3		1		5
12500-15000						2	2
15000 or over	5	2		1	1		9
Total							169

CONCLUSIONS AND RECOMMENDATIONS

The present study on hidden costs connected with attending the Manhattan Junior and Senior High Schools has brought to light many and varied expenses attached to all phases of school life. There are expenses relating to attending classes, others connected with participating in extraclass activities, and some which resist specific classification and are, therefore, grouped under miscellaneous.

ous costs.

At the outset of this summary it should be made clear that this study was not commenced with a dogmatic attitude about what should be done with all hidden costs. The conviction that they are not all of the same kind or susceptible of the same treatment was strengthened rather than weakened as the study progresses. For one thing, the study was exploratory and descriptive in nature; it perhaps served to open the way for future analyses of the problem, but it does not in itself support conclusive generalizations applicable to all hidden cost features of the Manhattan secondary schools. Some of the areas for further work which are suggested by this study may be indicated. For example, there is the question of the indirect cost resulting when a member of the family foregoes capitalizing on his earning power in order to attend school. Perhaps more indirect and more difficult of measurement are the effects on the consuming habits of one who lives for a number of years in the community of the secondary school. In addition, there is the question of what costs would be incurred by the individual of high school age who did something with his time other than attend high school. How, for example, do the costs of the vacation period compare with those of the school term? Finally, there is an attitude which runs counter to the philosophy on which the public high school has been developed. This attitude can be described as a feeling of opposition to public assumption of more than minimum costs based on the argument that making so many "free" provisions for adolescents is harmful to their characters, that it leads them to expect such provisions to continue

much longer in life, and that the "free ride" concept of the high school is not compatible with the American way of life. The above factors suggest the value of various kinds of studies about the concept of universal educational opportunity and about the legitimate boundary between public and private costs of secondary education.

Notwithstanding the fact that ultimate conclusions concerning the total ramifications of the presence of hidden costs in the Manhattan High Schools cannot be made without much more study, three conclusions of a more or less limited nature are set forth below.

(1) The costs as measured in this study are lower than those found in the study conducted in Illinois. (10, p. 10) There the costs were reported to average \$95 for ninth graders and to increase to \$150 for seniors. Mean averages of the pupils reported for each grade in the Manhattan schools were as follows: Grade 12, \$105.28; grade 11, \$114.41; grade 10, \$68.11; grade 9, \$39.16; grade 8, \$35.66; and grade 7, \$38.62. Since the Illinois study was made in 1942 and the present one in 1951, an adjustment for the changing price level would tend to make the differences between the two sets of figures greater. However, many of the costs measured in these studies may not be as subject to inflation as prices in general. Also, these costs may include many items which are removed from the family budget or reduced in units consumed when that budget is made difficult to balance by rising prices. Taking all of these variable factors into consideration, the comparison indicates that the hidden costs of the Manhattan pupils

studied are probably lower than those indicated in the Illinois study.

(2) Almost every item of cost studied indicated a wide range between the least and the greatest expenditures. This range is true within each grade as well as among all the students reporting. A glance at any of the tables bears this statement out. One may note the extremes for grade 12 with reference to Table 2. Here it is indicated that one senior boy spent \$4.88 for textbooks and special materials for classwork while another spent \$140.00. The special nature of this last amount has previously been pointed out. However, the range from lowest to highest expenditure on the part of senior girls for the same items is shown to be from a low of \$4.80 to a high of \$41.51. Inaccuracy of reporting may appear in the highest and lowest figures reported. But if the figures for Q_1 and Q_3 are used, the range remains generally large. Note, for example, the range for the ninth grade girls in Table 3. For expenditures for pens, paper, pencils, and related items, the Q_1 amount is \$2.43 while that for Q_3 rises to \$15.20. The figures are much more uniform in the Junior High School in most cases, as well as much lower, indicating that as the hidden costs increase by successive grades, the costs reflect more and more relative purchasing power and reflect a program that becomes more and more selective.

(3) The size of the amount spent indicates that the costs paid by the students provide for an important part of the program of the school. The total of all costs reported by the 215 students was \$16,341.69. This amount may appropriately be divided

into the costs of students in the Senior High School and those of students in the Junior High School, since both the amounts spent by students and the number reporting in the Junior High School was much lower than the corresponding figures in the Senior High School. The latter group consisted of 140 members of the Senior High School, reporting expenditures of \$13,486.52. The Junior High School group was 75 students, whose total expenditures were \$3,855.17. These large amounts of money are spent by students in very unequal proportions, as was pointed out above.

The sizes of the amounts suggest the impracticality of proposing that they be absorbed by the school's operating budget. Furthermore, since the amounts indicate that most of the money is spent very unequally by the members of the group, public assumption of this expense would probably be accompanied by some pressure to increase the total amount. Therefore, it appears to be more practical to consider more limited proposals which are thought to be tenable with respect to various phases of secondary education considered in this report.

The recommendations made on the basis of this study will follow the sections into which it was divided.

(1) The many possibilities opened up for further investigation by this study give rise to the recommendation that further study be made of hidden costs in the Manhattan schools and in Kansas high schools. These studies should be of many kinds. For one thing, the philosophical basis of public secondary school organization and support might well be related to the question of

the dividing point between public and private support of the secondary program. The public attitude toward the assumption of costs needs to be examined. The nature of the publicly-supported educational enterprise in a society based on private enterprise justifies further study. The existence of conflicting attitudes needs to be investigated. In addition, studies based on educational sociology would be useful helps in determining policy about hidden costs. What special problems arise from the Senior High School situation in which some students spend a great deal more and participate a great deal more than others? Guidance and mental hygiene problems appear at this point. Case studies investigating this problem would be useful guides for the determination of policy.

The limitations of the present study have previously been stated. If it has served to open up various lines of further investigation, it will have filled a worthwhile purpose.

(2) Clearly the costs to students of attending and participating in classes in public schools should be kept at a minimum. It is recommended that textbooks should be school property and provided at public expense. The inequalities among students' expenditures for textbooks as shown by the data indicate inequality of opportunity in basic classwork. The unequal burden resulting from differences in family incomes is, of course, an argument in the case of indispensable equipment, such as textbooks.

In connection with special supplies, the problem posed is quite different. Here, the student works with "his" property, adds value to it by his work, and frequently he takes home a use-

ful finished product. Still, where the family is in the low-income group, such an educational experience may be denied the student who would most profit by it. It is recommended, therefore, that consideration be given to establishing a fund from which loans might be made in individual cases where educational need is obvious and good workmanship and honesty reasonably assured.

(3) Extraclass activities involve such a wide range and variety of experiences that no one recommendation is made which is applicable to all. It is suggested, however, that efforts be made to bring more students into school activities on a basis of more equal participation, at least so far as this result may be brought about by a lowering of financial barriers. The range of expenditures is very great in all of the reported extraclass activities. Note Table 10, dealing with organizations, as an example. Q_1 expenditures for grades 12, 11, and 10 were reported to be 79, 81, and 69 cents, respectively, in contrast with \$3.93, \$9.95, and \$7.45 for Q_3 .

Part of the burden of cost to students of extraclass activities could be reduced by removing the admission charge for students to all school events. In connection with musical events and plays, a financial barrier against participation would be removed if the costuming were supplied by the school. Parents could be asked to do the sewing, but all materials could be bought by the school and then kept in a school wardrobe for future use.

Since costs to individual students in the area of extraclass activities might be reducible to some extent but do not appear to

be entirely removable, some consideration might be given to including more activities in the student activity fee. To do this would in all likelihood increase the size of this fee, but there would be the advantages of involving more students in the various activities, of making it possible for the school to subsidize the extraclass program as a whole, and of encouraging participation on the basis of interests and abilities rather than on that of financial status.

(4) No recommendations are made with respect to the miscellaneous costs, under which many items of a very heterogeneous nature were considered. In regard to library fines, the finding that the amounts spent tend to increase with each successive grade indicates that they do not serve to instill in the student the habit of promptness with regard to library books. Since penalties may be necessary, however, to insure the return of the books, no alternative to the fine is suggested. The amount spent is not a significant cost.

The amount spent on vended items, refreshments of various sorts, is large. This expenditure follows the usual pattern of a wide range between low and high and also between Q_1 and Q_3 . No recommendation is made with respect to this expenditure, however. It is a part of our social structure and custom that the consumption of these items will be conspicuously high on the part of some and quite low on the part of others. No correlation with income was worked out in this study.

Expenditures for contributions were relatively small. The spread from low to high was not as great as that which appeared

in the larger items of expense. Expenses for class jewelry, Blue M, and graduation also are relatively uniform with regard to the groups to which they are applicable.

In general, the study of the hidden costs of attending the Manhattan Junior and Senior High Schools on the part of the 215 students surveyed indicates to the writer that these costs are an important factor in school life about which continuing interest should be manifest. The size of the costs in the Senior High School and the wide range of individual expenditures suggests that the factor of family finances may be a limiting one with respect to equality of secondary educational opportunity.

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APPENDIX

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